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The Need for Guidance in Pennington High School

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THE NEED FOR GUIDANCE IN
PENNINGTON HIGH SCHOOL

by

ROBERT E. BEELER, JR.

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF THE
COLLEGE OF WILLIAM AND MARY
FOR THE DEGREE
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CHAPTER I

THE PROBLEM AND ITS SETTING

There is much need for guidance in the high schools in small communities. Even though these schools are characterized by relatively small enrollments and offer opportunity for close pupil-teacher contact, it is often true that the teachers and principals know less about their pupils than do the faculties of large city schools. Broady¹ thinks that the administrators of small schools tend to neglect to systematize their programs of fact collecting, fact recording, and fact interpreting. The effective performance of the guidance function assumes that the pupil will be made acquainted with opportunities and that the school will attempt to provide a way to assist him to realize his ambitions.

I. THE PROBLEM STATED

The problem with which this study is concerned is:

A. To discover and analyze the factors in Pennington High School and in the community served by the school which indicate the need for a guidance program.

¹Knute O. Broady, "Making the Good Small High School Better," Bulletin, No. 22, Chicago, Illinois: Department of Secondary School Principals, N.E.A., 1938.

II. SPECIFIC ASPECTS OF THE PROBLEM

This problem implies the necessity of discovering certain characteristics of the pupils in Pennington High School and of determining certain of their expressed needs and desires, as well as describing the community in which the school is located. Specifically, the problem includes:

A. Occupational plans of the pupils.

1. To discover the per cent of pupils who have made an occupational choice.
2. To discover the per cent of pupils with occupational preference, if no choice has been made.
3. To study the occupations chosen or preferred by pupils.
4. To determine when occupational choices were made by pupils.
5. To study reasons for choice or preferences by pupils.
6. To discover the number of pupils who believe themselves adequately informed as to the qualifications demanded by the occupations chosen or preferred.
7. To study sources of advice that would be utilized by pupils.

B. Educational plans of the pupils.

1. To determine the plans of pupils relative to the completion of high school.

2. To study the reasons for pupils' plans for high school completion.

3. To determine the plans of pupils relative to education beyond high school; reasons for planning or for not planning college attendance; whether or not colleges have been selected; and reasons for the selection.

4. To study available sources of advice that would be utilized by the pupils in the formulation of their educational plans.

5. To determine the number and per cent of the pupils who enter colleges or schools offering vocational training.

C. Adjustment of the pupils.

1. To determine the adjustment of the pupils relative to the following areas: home, health, social situations and emotional stability.

2. To determine the total adjustment of the pupils to their life situations.

3. To study the withdrawals and subject failures in the high school department, and their relation to adjustment.

D. The school in (and) the community.

1. To determine the extent to which other agencies of the community offer guidance to the pupils of the school.

2. To study the recreational facilities of the community.
3. To study juvenile delinquency in the community.

III. THE SETTING OF THE PROBLEM

Location and status of the community. Pennington Gap, the largest and most prosperous town in Lee County, Virginia, is a business center for surrounding rural areas and for the bituminous coal fields of the county. As there are no industries of importance within the corporate limits, it may be classified as a residential town. Its population, according to the Sixteenth Census of the U. S., is 1,990. As to the occupations followed, only eighteen of the total number of people are classified as rural-farm workers. The remainder of the population may be classified as professional and semiprofessional workers, proprietors and managers, clerical and sales workers, and as operatives and kindred workers, with by far the greatest number of people belonging to the last-mentioned classification. Comparison of the population statistics of the Fifteenth and Sixteenth Census reveals a population

growth of 437, which may be attributed to the migration into the town of mine employees who desired a better environment than that offered by the average mining camp of the community.

Churches and other organizations. Pennington Gap has three churches: the First Baptist Church, the Methodist Church, and the First Christian Church, each of which has a large membership. Each emphasizes youth training and has, as part of its organization, the characteristic league or society for this purpose.

Other organizations include the Lions Club and the Civitan Club, which emphasize general civic improvement. The Lions Club for some years has sponsored a Boy Scout Troop. These two organizations, along with three secret fraternal orders, and a Parent-Teachers Association of very limited membership, constitute the total of organizations within the community.

Recreational facilities. Recreational facilities are so meagre as to be almost non-existent. The local movie theatre was destroyed by fire in December, 1945, and has not as yet been rebuilt. In the meantime, the local pool hall has proved a source of attraction for many boys. Unfortunately, the environment provided by the latter has not been conducive to the moral welfare of these young people. All in all, many young people of the town find themselves possessed of much spare time, which they feel

disposed to spend either in the pool hall, or in loitering around the two drug stores or other business establishments.

Guidance in community organizations. The young peoples' organizations of the three churches undoubtedly stress moral and spiritual guidance, and the purposes inherent in the Boy Scout movement are too well-known to necessitate explanation here. However, it is to be pointed out that membership in each is not inclusive of all the youth of the community. Moreover, no effort has been made to integrate the work of these organizations with that of the school.

Location and type of school. Pennington High School, located in the center of the town of Pennington Gap, is a consolidated school consisting of an elementary department of seven grades and a high school department of four grades, designated as the eighth, ninth, tenth, and eleventh grades. The total enrollment for the session 1945-46 was 1,002 pupils. Of this number, 313 were enrolled in the high school department. At least one-third of the high school pupils are transported by bus from surrounding rural areas.

The faculty and the distribution of the pupils by grade. The high school faculty is composed of thirteen teachers, including the principal and the librarian -- three men and ten women. All are college graduates and duly certificated for the subjects they teach. Eight are assigned as homeroom teachers, and received their

assignments as such on the basis of grade level. It has not been customary for the homeroom teacher to advance with her pupils.

The 313 pupils enrolled during the session 1945-46 were distributed as follows: eighth grade, fifty-one boys and sixty-eight girls; ninth grade, thirty-eight boys and forty-two girls; tenth grade, twenty-nine boys and forty-five girls; eleventh grade, nine boys and thirty-one girls.

Courses offered. With the exception of the practical arts courses, vocational agriculture, home economics, and elementary typing, the curriculum is chiefly college preparatory. Four units in English, one in mathematics, one in science, one in United States history, one in vocational civics, and one-half unit in civics are required for graduation. Along with the practical arts courses, European history, advanced algebra, plane geometry, two courses in Latin, biology or chemistry, and sociology are elective. Seven and one-half units must be elected from the limited offering to meet requirements for graduation.

Daily schedule. The school day is divided into six forty-five minute class periods and one thirty minute period designated as an activity period.

Extra-curricular activities. Pupil participation in extra-curricular activities is limited to participation in the athletic programs of the school, membership on the staff of the

school newspaper, and membership in three clubs: the Glee Club, the Home Economics Club, and the Future Farmers of America.

Guidance in the high school. There is no organized program of guidance in the school. All guidance activities have been confined to homeroom programs during the activity period, and to a limited amount of counselling by the principal and some homeroom teachers. As the eight homeroom teachers are without training in guidance work, it is possible that homeroom activities have suffered from the lack of planning and efficient organization. Moreover, the lack of sufficient data concerning individual pupils has forestalled effective counselling.

Occupations of fathers. The returns from the questionnaire which serves as one of the means for collecting the data used in this study (See appendix) reveal that thirty-two per cent of the fathers of the 259 pupils are engaged in mining, eighteen per cent in farming, and ten per cent are merchants. The remaining forty per cent are engaged in occupations common to similar communities, which are classified by the Federal Census as professional and semiprofessional, clerical and sales, craftsmen, domestic and other service workers, operatives, and laborers.

Pupils classified as to the number of children in their families. Further study of the returned questionnaire disclosed the fact that the average family consisted of five children. Approximately, six and one-tenth per cent of the pupils were from families

of one child, sixteen and six-tenths per cent from families of two children, sixteen and two-tenths per cent from families of three children, twelve and seven-tenths per cent from families of five children, ten and three-tenths per cent from families of six children, five and eight-tenths per cent from families of seven and eight children, three and four-tenths per cent from families of nine children, four and two-tenths per cent from families of ten children, two and three-tenths per cent from families of eleven children, and one and nine-tenths per cent were from families of twelve children.

Summarization of these data reveal that more than forty-nine per cent of the pupils were from families of more than five children and that thirty-two per cent were from families of eight or more.

Education of parents. Study of 259 questionnaires returned revealed that, of the fathers, sixty-four per cent attended or completed elementary school; twenty-one per cent attended high school; six and two-tenths per cent graduated from high school; four and six-tenths per cent attended college; two and seven-tenths per cent graduated from college; and one and nine-tenths per cent attended schools offering specialized training.

Relative to the mothers of the 259 pupils, fifty and one-tenth per cent attended or completed elementary school, twenty-nine and three-tenths per cent attended high school; nine and six-tenths per cent completed high school; nine and six-tenths per cent attended

college; and one and four-tenths per cent graduated from college.

IV. WHY THE STUDY WAS MADE

This study was made by the principal of Pennington High School in the effort to test the hypothesis that guidance in the school is a vital necessity for its attainment and maintenance of the status of a comprehensive high school -- one whose program is dedicated to serving the pupils and the community in accordance with the recognized needs, abilities, and interests of the former, and the educational needs of the latter. Criteria, the satisfaction of which is indicative of the comprehensive high school, have been formulated, and are listed below:²

1. It (the comprehensive high school) should assist the individual in finding his interests and capacities and in directing them into those channels in which they can be of maximum usefulness to society and to himself.
2. It should assist some pupils to prepare for work in higher institutions, and at the same time assist a larger proportion of the pupils to prepare for entering directly some occupation or vocation.
3. It should provide opportunities for developing special abilities through arranging for the participation of pupils in activities such as orchestras, glee clubs, science clubs, literary societies, hobby clubs, and leadership training experiences.

²Virginia State Board of Education, "Manual of Administration for the High Schools of Virginia," Bulletin, No. 2, Richmond, Virginia: Division of Purchase and Printing, August, 1942, p. 35.

4. It should contribute directly to meeting the educational needs of the enlarged community which it serves, whether the needs are those of adults or those of children, and whether the service involves assumption of leadership by the school or cooperation with other community agencies.

Efforts of the principal to evaluate the work of the school in terms of the criteria listed led to the conclusion that Pennington High School is not a comprehensive high school in the sense defined by the criteria because it is neither discovering nor providing for the needs of the majority of its pupils. What is more, its adherence to a traditional subject-matter curriculum is causing it to neglect the factor of individual differences of pupils as regards both pupil interest and ability. Also, the indicated need of intelligent leadership within the community offers sufficient proof that the contribution of the school toward such leadership has been inadequate. Accordingly, the following factors were considered especially worthy of detailed study: the background and adjustment of the pupils, and the extent of vocational and educational plans.

It is hoped that the conclusions arrived at in this study will inspire principals of other high schools to conduct

more intensive investigations within the schools under their leadership to determine the extent of the need for organized guidance activities. The hope is also existent that this study may seem of sufficient importance to the Lee County Board of Education to suggest a county-wide survey of the need for guidance.

V. METHOD OF SECURING DATA

Questionnaires. Three questionnaires were distributed to the pupils of the school in the spring of 1946. These questionnaires were issued at intervals, and in the order of their description. The purpose of the first was to secure information about the individual pupil, such as his name, age, class in school, his father's occupation, the number of children in the family, and the like. The second questionnaire was concerned with the occupational plans of the pupils and was designed to indicate the extent of occupational choice, preference, etc. From the third, it was hoped to secure a knowledge of the educational plans of the pupils, such as intention to complete the high school or to attend college.

At the time the questionnaires were issued, the enrollment of the school had decreased. Accordingly, 259 pupils returned the general, informative questionnaire, 256 returned the occupational

plans questionnaire, and 253 the educational plans questionnaire. The returns of each questionnaire were greater than ninety-eight per cent of the total group. While some of the data secured were considered neither complete enough nor important enough to be used in this study, much of it will be treated in Chapter III.

Tests. The Bell Adjustment Inventory, Student Form, was used in an effort to determine the adjustment of the pupils. This inventory is designed to measure home adjustment, social adjustment, health adjustment, and emotional adjustment. It was checked by 258 pupils, and scored according to the directions set forth in a comprehensive manual by the author. The results are to be studied in Chapter III.

Other sources. All other data concerning the school were obtained from the records in its files or from those of the Lee County Board of Education. Data relative to the community were secured from the pastors of the churches, the judge of the juvenile court of Lee County, and the Sixteenth Census of the U. S. Finally, the investigator drew upon his twelve years of service as principal of Pennington High School and thirty-five years of life within the community in describing characteristics both of the school and its setting.

VI. RELIABILITY OF THE DATA

Although the questionnaire has proved to be an invaluable

technique for collecting information from pupils, on occasion it has been criticized on the basis of invalidity and unreliability.

In this instance every effort was made to make the questionnaires used as valid, as reliable, and as simple in form and content as was practical. Moreover, the questionnaires were distributed only after the homeroom teachers had explained the purpose of the questionnaires and had given explicit directions concerning their completion. To avoid possible hesitancy in answering certain questions, the pupils were assured that absolute anonymity would be observed in the use of the information obtained. Also, in explaining the questionnaires to the pupils, the teachers were instructed to avoid, so far as was possible, suggesting any answers to questions.

Consequently, though no claim is made as to the absolute validity or reliability of the information obtained from any single questionnaire, it is felt that, collectively, the information obtained possessed sufficient validity and reliability for the purpose intended in this study.

Neither is absolute reliability claimed for any individual score obtained through the use of the Adjustment Inventory. Collectively, the scores so obtained are useful because they help to describe certain important characteristics of the group.

CHAPTER II

PRINCIPLES OF GUIDANCE

I. REVIEW OF LITERATURE IN THE FIELD

A. The nature of guidance. Doubtless the writings of the last quarter of a century purporting to explain the true nature of guidance would fill several lengthy volumes. At the present time there is not universal uniformity in the usage of the term. Some choose to refer to guidance as being related to the vocational phases of education. Others declare that the word guidance and the word education should be synonymous in connotation. Earlier tendencies to regard the guidance function as chiefly remedial in nature have almost disappeared. To prevent rather than to remedy is the phase of present emphasis. When the idea of job-centered guidance began to give way to that of child-centered guidance, there came the realization that the goal of the latter was essentially that of modern education.

Hildreth says:

Guidance is implicit in any functional program of education. No valid separation or distinction as to purposes, methods, and results can be made between guidance activities and the total educational process. Guidance service in the modern school is intimately related to every other educational function in the development of individual personality and in producing harmonious adjustment. This is made possible by the emphasis which the modern school places on the individual pupil in his social and personal relationships, his maturation in normal developmental sequences rather than

his maturation in normal developmental sequences rather than on formal lessons, credits, or subjects of instruction. The emphasis is on preventive measures rather than on remedial treatments. Guidance is conceived of as a wholesome direction of growth under normal learning conditions rather than as solely a therapeutic device for serious maladjustment and learning problems. The modern school does not work at guidance in departmentalized fashion or primarily with problems in isolation from the total school environment, but carries a continuous program to promote pupil welfare.¹

Therefore, it seems apparent that the guidance function must be considered inseparable from the total educational program, that it must be viewed as concerned with the individual to the extent that he may discover himself, learn to make intelligent choices, and realize that he may, in truth, guide himself into a future in harmony with his interests, needs, and abilities.

Finally, to quote Hamrin and Erickson:

Guidance or personnel work represents an organized effort on the part of the school, equipped with both a knowledge of the pupil and information as to opportunities of an educational, a social, and a vocational character, to help the individual pupil become adjusted to his present situation in such a way as to provide the greatest development for him and to aid him in planning for his future.²

¹Gertrude Hildreth, "Guidance in the Lincoln School," Teachers College Record, Vol. XXXVII, February, 1936, p. 432.

²Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School, New York: D. Appleton-Century Co., Inc., 1939, p. 2.

B. The need for guidance. A survey of the literature in the field of this study would seem to dispel any doubts that may be existent as to the need for guidance activities in educational institutions. To agree with the statements of some to the effect that the exercise of the guidance function is not new is to admit that the majority of the best teachers in our secondary school systems, even though hampered by rigid curriculums and traditional organizations, have found ways to give some consideration to the needs and purposes of pupils. However, against this admission of foresight on the part of the really good teachers may be advanced the criticism that such examples of constructive education have been too rare. Also, the factor of careful planning may have been overlooked in many such instances.

To emphasize the fundamental need for guidance the American Association of School Administrators advanced the following conclusions:

General application of planned guidance has become necessary because of two developments affecting the ways of teaching and the aims of education. The first has resulted from information and skills produced by the more scientific studies of childrens' mental, physical, and emotional growth. Teachers are now learning the wisdom of observing carefully the unfolding of each child and of employing methods more scientifically designed to meet his needs.

The second development is found in the new and rapidly changing social conditions in which the pupil lives and must prepare to live. The economic problems of production and distribution, the improved facilities for transportation

and communication, the crowding of people into the cities, the mobility of the people, the change in the home, the heterogeneity of our population, the specialization in industry, the increase in leisure time, the scarcity of jobs, the breakdown of morale, the depression following the World War -- all these require a complex and varied curriculum and better training for social living and necessitate careful guidance of each child in order that he may profit by his experience and prepare himself for life now and in the future.³

Some years earlier Reavis had summarized his conclusions relative to the need for guidance as follows:

Guidance services on the part of the secondary school are rendered necessary by at least four conditions, namely (1) the character of the demand for modern education (2) the changes in the economic and social order to which the secondary school pupil must adjust himself (3) the needs of the adolescent for counsel and guidance, and (4) the necessity of avoiding waste in the process of education.

.
The needs of the youth of high school age for guidance are both many and varied. On account of the stages in his development, physical, mental, and social changes may occur which baffle his understanding. The high school age is commonly regarded as a period of great importance in the life of the youth because of the adjustments which must be made. Problems that have to do with the intellectual and physical development, choice of companions, social activities, and the formation of right social attitudes must be met and solved. The school is required to understand the needs of its young people and to provide the guidance service which the pupils as individuals require.

³American Association of School Administrators, Schools in Small Communities, Seventeenth Yearbook, 1939, p. 52-53.

That many schools have not met successfully the responsibilities imposed by the guidance function is evidenced by the high percentages of withdrawal in each succeeding year of the secondary school and by high percentages of failure in different subject matter fields.⁴

A study was made by Justis⁵ which was concerned with the need for guidance in a small rural high school. He concluded that low family incomes, large families, inadequate recreational facilities, lack of adequate knowledge regarding the qualifications demanded by various occupations, and the lack of intelligent planning relative to future educational careers indicated the need for guidance in the school studied.

In general, a vast amount of evidence gathered from extensive research in the field serves to substantiate further the need for guidance in our day. Hamrin and Erickson summarize briefly and clearly the factors which offer unmistakable evidence of the need for guidance:

The present maladjustments of many school pupils, the school failures, the eliminations, the plans of students which have been made without regard to facts about themselves or the occupational world, the present craze for many forms of pseudo-science -- all these point unmistakably to the need for personnel work for all pupils in the secondary school.⁶

⁴William C. Reavis, "Programs of Guidance." Washington, D.C.: U.S. Office of Education, Bulletin No. 17, 1932, p. 1-3.

⁵Edward T. Justis, "The Need for Guidance in a Small Rural High School." (Unpublished Master's thesis) The College of William and Mary, 1940.

⁶Hamrin and Erickson, op. cit., p. 12.

C. The characteristics of a satisfactory high school guidance program. It is not intended to set forth here the criteria for the functional evaluation of a guidance program. Such criteria have been listed in detail by Hamrin and Erickson.⁷ Rather, it is desired to emphasize that the characteristics of a guidance program are embodied in its organization and administration. Guidance programs are organized for administration, and certainly the goal of administration is to provide assistance for the individual pupil -- assistance in his attempts to adjust himself to his environment, and in planning his future. Hamrin and Erickson⁸ offer a good description of certain well-defined characteristics inherent in the organization and administration of a satisfactory guidance program. They state that the organization of an effective guidance program should be such as to insure service to all pupils, whatever their educational level, and it should propose to cure, and to prevent, as well as to enrich. Satisfactory organization is that which demands the understanding, interest, ability, and effort of the entire staff of the school to achieve the optimum development of the total individual by coordinating and relating pupil experiences. Finally, organization should tend to utilize, to supplement, and to enrich those guidance services that may be offered to the pupils by

⁷Hamrin and Erickson, op. cit., p. 329-331.

⁸Ibid., p. 333-334.

their homes and by the community in which they live.

Programs of guidance need to be administered in terms of the needs, interests, abilities, and opportunities of pupils. Such administration should guarantee services which are carefully planned, purposeful, and unified. Likewise, effective administration should provide that the teachers concerned with guidance have an opportunity for the continuing development of guidance skills. Moreover, it should be the concern of administration to preserve the human touch, to provide for personal contacts, and to see that the ideal of self-guidance for the individual is carefully preserved.

D. How guidance programs have been developed. Unfortunately, for many school administrators who doubtless would appreciate a blueprint of one, there is no stereotyped guidance program that may be fitted to all schools. As pointed out by Jones,⁹ no ideal program of guidance exists. A survey of literature dealing with the guidance programs of selected schools reveals different types adapted to different situations, and instituted or developed by entirely different procedures. For instance, the procedure of development in a small school in a community uninformed as to the need for guidance has differed from that indicated for a larger school located in a more progressive community. A more rapid development

⁹Arthur J. Jones, Principles of Guidance, New York: McGraw-Hill Book Co., Inc., 1945, p. 347.

of a more inclusive program has been found expedient for some schools where certain guidance techniques have been known and used for some years while, on the other hand, others have found a modest beginning desirable.

A report of the American Association of School Administrators¹⁰ shows that the majority of secondary schools have at least rudimentary guidance programs, and that these were generally instituted as group guidance programs of the homeroom type. Moreover, a goodly number are still in that stage of development, although some schools have used the homeroom primarily to arouse faculty interest in guidance -- as a stepping stone, so to speak, to the development of more comprehensive programs.

Hamrin and Erickson refer to an instance in which the homeroom plan was adopted as the beginning of a guidance program:

As an illustration of this type of evolution, the historical growth of the homeroom idea in the Highland Park, Illinois, High School, is given. In the year 1913, the principal of the high school found that he was no longer able to maintain intimate contact with all the students in the high school. The institution had grown so large that he was no longer able to learn the names of all the students, to know their home backgrounds, to keep himself informed about the many activities of their daily lives. He found it impossible to give all the students adequate guidance. Because of his desire for intimate personal relationship between school and students, he and his faculty evolved a form of homeroom organization in September, 1913. These rooms were called session rooms, and the sponsor was called an official teacher. The session rooms were not set up primarily for administrative purposes but rather as an agency to care for the daily

¹⁰American Association of School Administrators, Youth Education Today, 1938, Sixteenth Yearbook, p. 181.

needs of the students. This purpose has permeated the activities of the homeroom there ever since that early date.¹¹

Allen¹² describes the introduction of guidance in Providence, Rhode Island, schools as being accomplished in fourteen definite stages, or steps:

1. The plan was formulated as a result of faculty discussions, by arousing the interests of the teachers, by studying the experience of other schools and school systems, and by the formation of a planning committee to insure progress and development.
2. A list of guidance functions was prepared which included the duties of homeroom and subject teachers.
3. A selection of three to six teacher or class counselors who would undertake some of the special guidance functions was made. These teacher-counselors were added gradually, one each term, and special attention was given to their ability to deal with pupils.
4. These class counselors were, as far as was consistent with good administration, relieved of routine duties in order that they might find time to schedule interviews with parents, pupils, and other teachers.
5. The principal assigned to the class counselors the classification of the pupils in groups to meet their instructional needs. The pupils were classified on the basis of educational

¹¹Hamrin and Erickson, op. cit., p. 341-342.

¹²Richard D. Allen, "How a Principal Can Direct Guidance." Occupations Magazine, Vol. XVI, October, 1937, p. 15-20.

plans, test scores, and ways of learning.

6. The principal discussed with the superintendent the value of the individual interview with each pupil each term. The principal pointed out the necessity of added time for the counselors in order to bring about the individualization of educational planning.

7. A committee of subject teachers met with the counselors to outline a cooperative program in which each subject teacher might share in the guidance program. It was considered expedient to combine guidance information with subject matter.

8. A study was made for the introduction of an occupations course.

9. Regulations requiring every pupil entering or leaving school to have an interview with his class counselor were inaugurated.

10. As the class counselor's job was to become familiar with individual differences and needs, all choices of electives were required to have his approval.

11. Class counselors were required to visit homes to obtain a detailed knowledge of home conditions.

12. A head counselor was appointed to supervise and coordinate the work of the other counselors.

12. At this point attention was directed toward building up the library of the school. Literature valuable to the pupils and to the faculty for in-service training was the object of

continued search.

14. Counselors were required to study continuously and appraise, in terms of value to their school, programs and procedures followed elsewhere.

The important factor in the organization and administration of the Providence, Rhode Island, program was the leadership of the principal. It would appear proper to conclude that the institution or development of satisfactory guidance programs must be preceded by careful study and planning, and must proceed under patient and informed leadership.

II. ACCEPTED WORKING PRINCIPLES FOR GUIDANCE

The following principles, derived from authorities in the field of guidance, are accepted by the author as basic for guidance work in the secondary school:

A. Guidance makes a definite contribution to the realization of the objectives of secondary education.

B. Guidance is concerned with the study of the individual as a whole. Consequently, it recognizes the factor of individual differences, and is concerned with revealing to the individual his interests, abilities, and needs, so that he may be able to achieve success and happiness and make the greatest possible contribution to society.

C. Guidance is informative. It seeks to acquaint pupils

with educational and vocational opportunities.

D. Guidance is concerned with the effective distribution and adjustment of individuals to educational and vocational opportunities existent in the modern world.

E. Guidance is concerned with assisting the individual to become a responsible person and self-directive.

F. Guidance utilizes both group methods and individual counseling in striving to serve the individual.

G. Guidance is primarily preventive rather than remedial. It emphasizes constructive planning, distribution, and adjustment for all children. Remedial treatment even though recognized as necessary and important is not to be considered the primary function of guidance.

H. Guidance is continuous -- a life-long process.

I. Guidance requires that each pupil in the school have some one individual responsible for his guidance.

J. Guidance utilizes the resources and facilities of the home, the school, and the community. Guidance is coordinated community service.

CHAPTER III

PRESENTATION OF DATA

I. VOCATIONAL PLANS OF THE PUPILS

Vocational choices of secondary school pupils have been the object of much interest in recent years. Studies have been made which show that a comparatively small degree of permanency characterizes them, and that they are too often unwisely made. Nevertheless, the importance of the extent of vocational plans among high school pupils as related to the guidance function is not to be minimized. The relationship that should exist between vocational plans and educational plans, and between educational plans and the curriculum of the school can be readily discerned. From the guidance viewpoint the presence of vocational choices, even though many of the choices may allow no promise of permanency and are not wisely made, is literally "a straw in the wind" -- certainly, an indication that the trend of the thoughts of the individual pupil is toward a definite purpose or goal. Likewise, unwise vocational choices, as well as the absence of choice, reflects the failure of the school in one of its obligations to its pupils.

Percentage of pupils in Pennington High School who had made a definite vocational choice. Table I shows the number and per cent of pupils by grade and sex who stated that a definite choice of vocation had been made. The average extent of vocational

choice in all grades for each sex was approximately the same, thirty-five per cent. In other words, slightly more than one-third of the 256 pupils who returned the questionnaire indicated that they had given sufficient thought to their futures to enable them to reach at least tentative decisions concerning the vocations they intended to follow.

TABLE I

THE NUMBER AND PER CENT OF 256 HIGH SCHOOL PUPILS WHO STATED IN 1946 A DEFINITE VOCATIONAL CHOICE HAD BEEN MADE, LISTED BY GRADE AND SEX

Grade	Number and Per Cent Having Made Vocational Choices					
	Total Return	No. Boys	Per Cent	Total Return	No. Girls	Per Cent
Eighth	30	9	30	54	15	27.7
Ninth	29	11	37.9	39	15	38.4
Tenth	25	6	24	41	15	36.5
Eleventh	6	3	50	32	11	34.3
Total	90	29		166	56	
All grades -- average			35.4			34.2

It seems logical to assume that the percentage of pupils with a choice of vocations would increase as higher grade levels are reached, if the pupils have acquired, in the meantime, a better basis

for judgment. Table I indicates such a tendency except in relation to tenth grade boys and girls, and eleventh grade girls. The lack of vocational choice shown by high school pupils can be the result of one or several factors, such as an indifferent or apathetic attitude, lack of information, or the indecision often characteristic of adolescence.

While the low percentage of vocational choice is not too significant relative to the first and second years of high school because of the immaturity of the pupils, it does become much more so in the junior and senior years. That fifty per cent of the boys and sixty-six per cent of the girls who graduated from Pennington High School in 1946 will have to attempt to fit themselves into the occupational world by a trial and error method should greatly concern the school.

A low percentage of vocational choice is an indication of the need for guidance in the school. The dissemination of occupational information, coupled with assistance to the individual in his efforts to discover his interests and abilities, would tend to insure a greater percentage of intelligent and permanent choices.

Percentage of pupils who stated a preference of vocations.

Sixty-one per cent of the ninety boys and sixty-two per cent of the 166 girls who returned the questionnaire relative to vocational plans stated a preference of occupations. Table II shows the percentage of pupils by grade and sex who indicated a preference for certain vocations.

TABLE II

THE NUMBER AND PER CENT OF 256 HIGH SCHOOL PUPILS WHO STATED
A PREFERENCE OF VOCATIONS, LISTED BY GRADE AND SEX

Grade	No. Boys	Per Cent	No. Girls	Per Cent	Number of Returns		
					Boys	Girls	Total
Eighth	19	63.3	37	68.5	30	54	84
Ninth	15	51.7	24	61.5	29	39	68
Tenth	18	72	23	56	25	41	66
Eleventh	3	50	20	62	6	32	38
Total	55		104		90	166	256
Average -- all grades		59.2		62			

In the four grade classifications six boys and six girls did not state either choice or preference for vocations. These six were distributed as follows: two boys and two girls in the eighth grade group, three boys in the ninth grade group, one boy and three girls in the tenth grade group, and one girl in the eleventh grade group.

It is apparent that the percentage of pupils who stated a preference of vocations was considerably larger than the percentage who stated a definite choice. As pointed out by Koos and Kefauver,¹⁵

¹⁵Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools, N.Y.: Macmillan Co., 1932, p. 203

it is logical to expect that the percentage of pupils expressing preference of vocations will be larger than the percentage who admit definite choices of vocations. Likewise, a greater degree of permanency can be expected in the plans of those who state definite choices of vocations.¹⁶

Vocations chosen or preferred. The vocations listed as definitely chosen by twenty-nine boys, and those that were stated as the first preference of fifty-five others are listed in Table III.

The vocation most frequently chosen was that of merchant and the one most frequently preferred was engineering. Addition of the numbers indicating frequency of choice and frequency of preference of the vocations listed in Table III shows that seven, or approximately nine per cent, of the boys either chose or preferred to become merchants. As three of the boys concerned were the sons of merchants, and as such can be expected to inherit the establishments of their fathers, these choices and preferences are in line with the employment possibilities afforded by the area. However, a total of thirteen, approximately sixteen per cent, indicates too large a choice and preference for the profession of engineering. It is much too large for the local work area, and is in a field that threatens to become overcrowded. Recent estimates indicate that 10,000 men graduate in engineering each year. Competition in this field promises

¹⁶Loc. cit.

TABLE III

VOCATIONS CHOSEN OR PREFERRED BY EIGHTY-FOUR BOYS

Vocation	Freq. of Choice		Freq. of Pref.		Freq. Choice & Pref.	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Engineer	2	6.9	11	20.0	13	15.4
Farmer	1	3.4	8	14.7	9	10.7
Merchant	5	17.2	2	3.6	7	8.3
Electrician	2	6.9	3	5.5	5	5.9
Bookkeeper	2	6.9	1	1.8	3	3.6
Radio						
Technician	2	6.9			2	2.4
Soldier	2	6.9	3	5.5	5	5.9
Aviator	2	6.9	2	3.6	4	4.5
Filling						
Station Op.	1	3.45			1	1.2
Journalist	1	3.45	1	1.8	2	2.4
Business						
Executive	1	3.45			1	1.2
Carpenter	1	3.45	1	1.8	2	2.4
Lawyer	1	3.45	2	3.6	3	3.6
Accountant	1	3.45			1	1.2
Mining	1	3.45			1	1.2
Musician	1	3.45			1	1.2
Advertising						
Manager	1	3.45	1	1.8	2	2.4
Mechanic	1	3.45	5	9.0	6	7.3
Dentist	1	3.45	1	1.8	2	2.4
Teacher			1	1.8	1	1.2
Commercial						
Artist			1	1.8	1	1.2
Author			2	3.6	2	2.4
Forest						
Ranger			1	1.8	1	1.2
Movie						
Projector			1	1.8	1	1.2
Athletic						
Director			2	3.6	2	2.4
Pharmacist			1	1.8	1	1.2
Physician			2	3.6	2	2.4
Printer			1	1.8	1	1.2
Salesman			2	3.6	2	2.4
Total	29	100	55	100	84	100

to become keener in the near future.¹⁷ Further examination of Table III reveals that mining was chosen by only one boy, and that it was preferred by none of those who stated a preference of vocations, despite the fact that thirty-two per cent of the fathers of the pupils were engaged in mining. Notwithstanding the fact that farming was indicated as the occupation followed by eighteen per cent of the fathers, there was only one instance in which it was listed as a definite choice. Moreover, only eight pupils stated a preference for it, although sixty-one high school boys were enrolled in vocational agriculture at the time this study was made. Koos and Kefauver¹⁸ state that when the vocations followed by the fathers are on the average or lower occupational levels, the general tendency is for the sons to aspire to a higher status than that of their fathers.

It appears that vocational agriculture has been taken by a number of the pupils because it was available rather than because of interest in agriculture. This fact implies the need for guidance. If proper guidance is provided pupils should be found enrolled in subjects leading to the achievement of their vocational objectives. Individual guidance in Pennington High School will require that the curriculum be reorganized so as to contribute to the future

¹⁷Occupational Outlook Handbook, U. S. Dept. of Labor, Bulletin No. 940, p. 63.

¹⁸Koos and Kefauver, op. cit., p. 226.

educational, vocational, recreational, and social careers of the individual pupils.

The vocational choices and preferences of the girls are shown in Table IV. The vocations most frequently chosen were secretary, beautician, teacher, nurse, and office worker -- ranked in the order listed. The most frequently preferred were, in order of preference, nurse, secretary, beautician, teacher, typist, office worker, and store clerk.

To consider again the total of both choice and preference, it is apparent that twenty-nine girls, eighteen per cent, chose or preferred secretarial work. The same was true relative to the profession of nursing. Seventeen girls, or approximately eleven per cent, chose or preferred teaching; twenty-one, or approximately thirteen per cent, had decided to become, or else preferred to become, beauticians; and eleven, approximately seven per cent, stated either choice or preference for office work. Since the work of the secretary, the typist, and the general office worker belong under the general classification of clerical work, it was noted that fifty girls, or approximately thirty-one per cent, either chose or preferred a field of work that was occupied by 2,610,263 women workers in 1940, according to census figures, more than twenty-one per cent of the total female labor force. Needless to say, this number was greatly increased by the demands of governmental agencies during the years of the war.

TABLE IV
VOCATIONS CHOSEN OR PREFERRED BY 160 GIRLS

Vocation	Freq. of Choice		Freq. of Pref.		Freq. Choice & Pref.	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Secretary	12	21.0	17	16.3	29	18.1
Nurse	6	10.7	23	22.1	29	18.1
Beautician	8	14.3	13	12.5	21	13.1
Teacher	7	12.5	10	9.6	17	10.6
Office						
Worker	6	10.7	5	4.8	11	6.9
Housewife	4	7.1	1	1.0	5	3.1
Physician	3	5.4	1	1.0	4	2.5
Missionary	2	3.5			2	1.3
Typist	2	3.5	8	7.6	10	6.3
Music						
Teacher	1	1.8	3	2.9	4	2.5
Factory						
Worker	1	1.8			1	0.6
Store						
Clerk	1	1.8	5	4.8	6	3.7
Model	1	1.8			1	0.6
Radio						
Entertainer	1	1.8			1	0.6
Singer	1	1.8			1	0.6
Novelist			2	1.9	2	1.3
Journalist			3	2.9	3	1.9
Librarian			3	2.9	3	1.9
Laboratory						
Technician			3	2.9	3	1.9
Designer			2	1.9	2	1.3
Telephone						
Operator			1	1.0	1	0.6
Interior						
Decorator			1	1.0	1	0.6
Chemist			1	1.0	1	0.6
Airline						
Hostess			2	1.9	2	1.3
Total	56	100	104	100	160	100

The total number of girls who chose or preferred occupations which are of professional status was thirty, or slightly more than thirty-seven per cent.

According to Procter,¹⁹ the fact that the concentration of choices in the professional and clerical occupations is out of all proportion to the opportunities in those fields, as shown by the Federal Census, is evidence of the need for guidance. Effective guidance, in this instance, would be concerned with determining the aptitudes of the pupils and with assisting them to find fields of work which will offer them a chance for success.

When the choices were made. A knowledge of when a vocational choice was made is important for two reasons: to determine the extent to which the choice may be regarded as permanent, and to evaluate the soundness of the choice according to the maturity of the individual at the time the choice was made. It has been stated that there is no particular time at which all pupils should make a definite choice of occupation. The quality of judgment upon which the choice was based is certainly of more importance than any attempt to establish a certain grade level as a deadline for having made it. However, an investigation²⁰ tends to show that shifting of vocational choice is more frequent in the elementary school but less in junior high school. By the time the junior and senior year is reached the tendency to shift has

¹⁹Ibid., p. 220.

²⁰E. Earle Franklin, "The Permanence of Vocational Interests after Three Years," School and Society, XXIII, April 3, 1926, p. 438-440.

TABLE V

THE NUMBER AND PERCENTAGE OF VOCATIONAL CHOICES AS STATED BY THE PUPILS
IN EACH GRADE GROUP WHICH WERE MADE ON THE GRADE LEVELS INDICATED

Grade Level When Choices Were Made	8th Grade		9th Grade		10th Grade		11th Grade	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Second Grade			1	3.9				
Third Grade	1	4.2	1	3.9				
Fifth Grade	1	4.2			1	4.8		
Sixth Grade	1	4.2						
Seventh Grade	2	8.3	5	19.2	2	9.5	2	14.3
Eighth Grade	19	79.1	2	7.7	3	14.3	1	7.1
Ninth Grade			17	65.3	4	19.4	3	21.4
Tenth Grade					11	52	1	7.1
Eleventh Grade							7	50

generally decreased, provided the pupil has had the opportunity to acquire sufficient information concerning his abilities and adequate occupational information to insure sound judgment in regard to choice.

The number of definite choices stated by pupils of each grade and the grade level of the pupils when the choices were made are shown in Table V. It is apparent that five pupils only, or twenty-one per cent of the eighth grade pupils who claimed a definite choice had been made, had decided on vocations to follow before reaching their present grade level. Nineteen pupils, or seventy-nine per cent, indicated that their choices had been made no longer than six months prior to the time they were questioned. To avoid detailed enumeration, it can be stated that thirty-five per cent of the ninth grade pupils, forty-eight per cent of the tenth grade pupils, and fifty per cent of the eleventh grade pupils had decided on their future vocations before reaching their present grade levels.

Reasons for vocational choice. The reasons stated by eighty-three of eighty-five pupils for having made a definite choice of vocations are shown in Table VI. As far as was possible, the reasons are presented in the table exactly as they were originally stated by the pupils.

The data in the table indicate the extent to which the pupils had given consideration to the most important factors related to intelligent choice of vocation. Sixty-five pupils, approximately seventy-eight per cent of the group, considered their possible liking for or interest in the work of sufficient importance to warrant a

TABLE VI

REASONS STATED BY EIGHTY-THREE HIGH SCHOOL PUPILS FOR
HAVING CHOSEN CERTAIN VOCATIONS

Stated Reasons	Frequency of Statement	Per Cent
Would like the work	65	78.4
Think work suited to me	6	7.2
Good pay	6	7.2
Have had some experience	4	4.8
Would like to help people	2	2.4
Total	83	100

definite choice, while only six showed that they had recognized the importance of aptitude for the work.

Apparently, little thought had been given to the financial demands of society, since only six pupils recognized the factor of financial remuneration for the work as being of sufficient importance as to be one factor in the choice of a vocation.

Effective guidance would help the pupils to understand that several factors must be recognized and considered before a definite vocational choice is made, and that suitability for the vocation, or aptitude, is the most important.

TABLE VII

HOW WELL INFORMED 244 HIGH SCHOOL PUPILS CONSIDERED THEMSELVES
RELATIVE TO THE QUALIFICATIONS DEMANDED BY THE VOCATIONS
THEY HAD DESIGNATED AS CHOSEN OR PREFERRED

	No. Who Chose Vocations	Per Cent	No. Who Preferred Vocations	Per Cent	Total Number	Per Cent
Considered themselves possessed of sufficient information	46	54.2	65	40.9	111	45.5
Did not consider them- selves possessed of sufficient informa- tion	27	31.7	57	39.9	84	34.4
Were undecided as to the adequacy of the information they possessed	12	14.1	37	23.2	49	20.1
Total	85	100	159	100	244	100

Feelings of the pupils relative to the adequacy of the information they possessed regarding the qualifications demanded by the vocations they had designated as chosen or preferred. Detailed study of the answers of the 244 pupils who stated a choice or preference of vocations revealed that 111 considered themselves possessed of sufficient information relative to the qualifications demanded by the vocations they had chosen or designated as preferred. Eighty-four did not think the information they possessed was adequate, and forty-nine were undecided.

Of the eighty-five pupils who asserted that they had chosen

vocations, only forty-six felt that they knew enough about the qualifications that would tend to insure their success in the vocations they had chosen. Twenty-seven felt that the information they possessed was insufficient, while twelve were undecided.

Table VII shows that 159 pupils expressed a preference for certain vocations. Sixty-five of this number considered themselves sufficiently familiar with the qualifications demanded by the vocations which they preferred to follow. Fifty-seven did not; and thirty-seven doubted the adequacy of the information they possessed.

Examination of the data revealed additional evidence of unwise vocational choice and preference due to the immaturity of the thinking of the pupils in regard to vocations. The tendency to choose or to express preference for certain vocations without being possessed of adequate information relative to the qualifications they demanded was characteristic of pupils in all of the four high school grades. In other words, some of the seniors who graduated in June, 1946, were as immature in vocational thinking and planning as were some of the freshmen who entered school in September, 1945.

It would appear reasonable to assume that high school pupils would tend to make wise choices of vocations when guidance is provided to increase their understanding of their own aptitudes and interests as related to the demands of the occupational world. Likewise, pupils possessed of sufficient occupational information, along with a knowledge of their own qualifications, would tend, generally, to

give more careful consideration to their life's work, even though definite decisions are postponed and even though they are inclined to state preference for certain vocations rather than definite choices.

Sources of vocational information and advice. The pupils were asked to indicate to whom they would go for advice concerning vocations they had chosen or would like to follow. Six possible sources were listed: parents, homeroom teachers, the school librarian, the high school principal, friends or acquaintances, and others associated with a particular vocation. From the results of this inquiry it was hoped to determine the extent to which the pupils recognized the school as an agency which could offer them assistance in the solution of their vocational problems. The findings are shown in Table VIII.

TABLE VIII

PERSONS TO WHOM PUPILS WOULD GO FOR VOCATIONAL ADVICE AND INFORMATION

Possible Sources	Frequency of Indication	Per Cent
The High School Principal	119	31
Parents	111	29
Others of like vocation (Adults engaged in the occupation considered)	95	24
Homeroom Teacher	26	7
Friends or acquaintances	24	6
The School Librarian	13	3
Total	388	100

The pupils indicated that the person most likely to be approached as a source of advice and information would be the high school principal. Parents would constitute the second such source, and others of like vocation, the third. Other related studies have tended to show that the parents rather than any member of the school staff would be approached for vocational information and advice.²¹ The fact that this conclusion does not appear to hold in this instance may be due to the tendency shown by high school pupils to regard the principal of the school as one who should know all the answers, or to the fact that the principal of this particular school has constantly emphasized his willingness to assist individual pupils in the solution of their problems.

It was to be expected that many of the pupils would consider their parents their first source of information and advice, and it would not be the purpose of the guidance activated school to interfere with the plans of the parents relative to the vocational futures of their children. It would, instead, attempt to bring about and maintain close cooperation between the school and the parents. Cooperative discovery of the needs, abilities, and interests of the individual pupil, with cooperative assistance to insure his development accordingly, would characterize the school-parent relationship.

²¹"Home Folks Influence High School Student Thinking," Scholastic Magazine, 48: 27, February 11, 1946. Also Justis, op. cit.

It seems evident that the pupils realized that valuable information and advice could be secured from others of like vocation. This situation points to the potential usefulness in a guidance service of sources outside the school and suggests that opportunities for securing this kind of guidance may be specifically provided for in the guidance program.

Furthermore, it is evident that insufficient effort had been made to have the pupils recognize the school library as a source of information. In this instance the library contained much literature that offered vocational information. Likewise, a tendency had apparently existed to regard the homeroom teachers as poor sources of advice or information. This fact, in itself, indicates that guidance in the homerooms had been ineffective, at least in so far as its vocational phases had been concerned.

Simple addition of the numbers in Table VIII which show the total frequency of indicated sources will offer evidence that, as a group, the pupils would tend to depend on sources outside the school for vocational advice, by the ratio of one and four-tenths to one. A satisfactory guidance program within the school would tend to insure the availability of individualized vocational advice and information for the pupils.

II. EDUCATIONAL PLANS OF THE PUPILS

The secondary school is obligated to offer assistance to its pupils in their efforts to formulate educational plans. As the

individual pupil is compelled to make numerous decisions during his high school career, decisions which are governed by the educational objectives he has adopted as his own, the obligations of the school to assist him in determining wise objectives becomes apparent.

Likewise, it is important that the school be familiar with the educational plans of all its pupils in order that it may provide adequate guidance and appropriate educational experiences.

Plans of the pupils relative to the completion of high school. Koos and Kefauver²² point out that as a general rule pupils who enter high school with stated definite intentions to finish can be expected to remain longer than those who are unable to express such intentions, because the latter tend to consider a high school education as either unessential or of doubtful value in the realization of their plans.

Two hundred and fifty-three pupils returned the questionnaire concerned with educational plans. The returns were distributed as follows: eighth grade, thirty-five boys and fifty-four girls; ninth grade, twenty-six boys and forty girls; tenth grade, twenty-four boys and forty girls; eleventh grade, six boys and twenty-eight girls.

The data in Table IX were derived from the section in the questionnaire which was concerned with the plans of the pupils relative to the completion of high school.

²²Koos and Kefauver, op. cit., p. 193.

TABLE IX

PLANS OF 253 HIGH SCHOOL PUPILS RELATIVE TO THE COMPLETION OF HIGH SCHOOL

Grade	Per Cent Who Planned to Complete High School	Per Cent Who Did Not Plan to Com- plete High School	Per Cent Who Were Undecided
8th Grade	95.5	1.2	3.3
9th Grade	95.4		4.6
10th Grade	95.3		4.7
11th Grade	100.		
All Grades	96.	.4	3.6

According to expressed intentions, ninety-six per cent of the pupils planned to complete high school. The percentage who planned to complete high school was approximately the same for all grades, with the exception of the eleventh grade. A percentage of one hundred could have logically been assumed for the senior group. Moreover, it may be well to keep in mind that eliminations had occurred in all grade groups prior to the time when the questionnaire was submitted to the pupils.

Reasons for planning to complete high school. The pupils were asked to indicate which of six suggested reasons best explained their stated intentions to complete high school. The results of this inquiry are shown in Table X.

TABLE X

REASONS INDICATED BY 243 HIGH SCHOOL PUPILS AS BASIC TO THEIR
PLANS FOR COMPLETING HIGH SCHOOL

Reasons	Frequency of Indication	Per Cent
Vocational preparation	95	31
General self-improvement	73	24
College preparation	70	23
Family desire	40	13
Improvement of social position	26	9
Total	304	100

Consideration of the data in the above table leads to the conclusion that the pupils, as a whole, planned to complete high school for reasons which serve to emphasize their dependence on the school for basic occupational preparation, for assistance in attaining the status of well-rounded individuals, and for preparation for higher education.

Seemingly, the majority of the pupils realized the value of a high school education, and it follows that the school should be concerned with becoming better prepared to meet the needs of its pupils.

Plans of the pupils relative to education beyond high school. While it would be illogical to assume that all the educational plans of high school pupils will prove to be either valid or permanent,

it is true, nevertheless, that the school must be especially concerned with the plans of its pupils which include attendance at higher educational institutions. The number of such plans will determine the extent to which the small high school may feel itself obligated to adhere to a college preparatory curriculum, and the extent to which guidance will be necessary to assist the pupils in the evaluation of their plans in terms of their needs and abilities.

TABLE XI

PLANS OF 253 HIGH SCHOOL PUPILS RELATIVE TO COLLEGE ATTENDANCE

Grade	Per Cent Who Planned to Attend	Per Cent Who Did Not Plan to Attend	Per Cent Who Were Undecided
Eighth Grade	35	31	34
Ninth Grade	39	31	30
Tenth Grade	44	26	30
Eleventh Grade	39	30	31
Total	39	30	31

Thirty-nine per cent of the pupils stated that they planned to attend college, while twelve per cent indicated that they planned to attend trade or business schools. Examination of Table XI will disclose the fact that in each grade the percentage of pupils who planned to attend college was greater than the percentage of those who did not. Also, there was no great difference among the grades relative to the percentage of the pupils who planned to attend, did not plan to attend, or who were undecided. Guidance would tend to insure that the individual pupil's plans for higher education were based on his qualifications and his financial status. Pupil self-evaluation in this connection should be encouraged.

TABLE XII

PUPILS' REASONS FOR PLANNING TO ATTEND COLLEGE AS INDICATED
IN THE QUESTIONNAIRE RETURNED

Reasons for Planning to Attend College	Frequency	Per Cent
Vocational preparation	87	49
General self-improvement	28	16
Desire to be of service to society	19	10
Betterment of social position	15	9
Possible liking for college	14	8
Wishes of parents	14	8
Total	177	100

Reasons for planning to attend college. As is shown in Table XII, the pupils who stated plans for attending college indicated that, as a group, they planned to attend for vocational preparation, general self-improvement, and for preparation for service to society. Evidently, in only a few instances had the wishes of their parents been the sole inspiration for the formulation of their plans. Also, such reasons as betterment of social position and possible liking for college rated low in frequency of indication. Although, in this instance, the reasons for planning to attend college were, on the whole, worthy ones, all high school pupils should be advised to consider the relative worth of their reasons for planning to attend college.

Reasons for not planning to attend college. While it is neither desirable nor in harmony with our conception of the purposes of higher education that college attendance should be idealized to the extent that the rank and file of high school pupils be encouraged to consider it merely for such motives as betterment of social position, and the like, the fact remains that the school should endeavor to inform all its pupils as to the characteristics and purposes of higher education. It should provide adequate information as to existent opportunities requiring higher educational training and encourage the pupils to consider these opportunities in the light of their own discovered interests and abilities. It is conceivable that some pupils might declare themselves uninterested in college attendance because they possess insufficient information concerning vocations which require educational training that cannot be provided by the secondary school.

TABLE XIII

PUPILS' REASONS FOR NOT PLANNING TO ATTEND COLLEGE

Reasons	Frequency	Per Cent
Lack of interest	40	50
Pupil did not consider a college education essential or desirable	22	27
Lack of financial means	19	23
Total	81	100

Thirty per cent of the high school pupils who were questioned in regard to their plans relative to college attendance did not plan to attend for the reasons shown in Table XIII.

Worthy pupils often do not contemplate college attendance because they are keenly aware of the low financial status of their families. Also, it is probable that such reasons as lack of interest are sometimes advanced as camouflage for poor financial circumstances. The school should be concerned with discovering those worthy pupils, and with acquainting them with possible sources of assistance.

The percentage of pupils who planned to attend college who had selected colleges. Examination of data showed that selections of colleges to attend had been made by twenty-three per cent of the eighth grade pupils, by thirty-eight per cent of the ninth, by twenty-five per cent of the tenth, and by eighty per cent of the eleventh

grade pupils.

The preparation of pupils for the step to come, be it educational or vocational in nature, is a long-time process. Preparation for entering college entails not only the successful completion of the prerequisite academic work, but also the selection of a college to attend. Colleges vary, not only as to admission requirements, but also as to the opportunities offered for the individual pupil. Preparation for entrance to some colleges must begin with the pupil's entrance to high school. Consequently, selection of a college to attend should be made as early as possible, and certainly not later than the beginning of the senior year. The fact that only twenty-five per cent of the tenth grade pupils who planned to attend college had made a selection is, in the light of good guidance practices, not to be commended. What is more, inadequate educational planning is more clearly indicated by the fact that twenty per cent of the seniors had made no definite selection when questioned six months prior to their graduation.

Reasons for selecting a particular college to attend.

Study of the data in Table XIV shows that the majority of the pupils based their selection of a college to attend on the reported quality of instruction and the courses offered by the college, on its location, and on its general reputation. Evidently, neither the friends of the pupils attending particular colleges nor the parents had exerted marked influence on the pupils in making their selections.

TABLE XIV

REASONS CHECKED FOR SELECTING A COLLEGE TO ATTEND

Reason Indicated	Frequency of Indication	Per Cent
Location	16	24
Reported quality of instruction and courses offered	22	32
Cost of attendance	5	7
Favored by parents	5	7
Friends' attendance	4	6
Athletic programs	3	5
General reputation	12	19
Total	67	100

While in this instance no objection can be raised as to the validity of quality of instruction and courses offered as bases of selection, it should be pointed out to the pupil that several factors should be considered in selecting a college to attend. A college of a good general reputation may prove to be not at all good for the particular pupil, and cost of attendance is a factor with which most pupils must be concerned.

Persons to whom pupils would go for advice relative to educational plans. According to the data obtained from the questionnaire the pupils would tend to consider the principal of the school their first source of advice relative to educational plans. The second source would be their parents while the third, in order of

TABLE XV
TO WHOM PUPILS WOULD GO FOR ADVICE CONCERNING THEIR
EDUCATIONAL PLANS

Possible Sources	Frequency of Indication	Per Cent
The high school principal	139	31
Parents	118	26
Officials of institutions of higher learning	63	14
College graduates in the community	39	9
Friends and acquaintances	33	8
Homeroom teachers	29	6
Classroom teachers	17	4
The school librarian	7	2
Total	445	100

frequency of indication, would be the officials of institutions of higher learning. Again, the significance for a guidance program of sources outside the school is indicated.

Number and per cent of pupils who enter college or schools for vocational training. It was considered desirable to determine the average per cent of pupils over a period of years who had actually attended colleges and trade and vocational schools, so that a comparison might be made between the per cent of pupils planning to attend colleges and trade and vocational schools and the per cent that could

be expected to attend, if the degree of expectancy were based on the average per cent of attendance over a period of several years. Accordingly, it was decided to study the pupils of the school over a period of nine school sessions, beginning with the session 1936-37 and ending with the session 1944-45. Results of this study appear in Table XVI.

TABLE XVI

NUMBER AND PER CENT OF PUPILS WHO ACTUALLY ATTENDED COLLEGES OR TRADE OR BUSINESS SCHOOLS OVER A NINE-YEAR PERIOD

School Session	Number Enrolled	Number Attend College	Per Cent	No. Attend Trade or Business School	Per Cent
1936-37	200	8	4.0	2	1.0
1937-38	258	11	4.2	2	0.8
1938-39	279	22	7.5	0	0.0
1939-40	333	15	4.2	3	1.0
1940-41	329	17	5.1	8	2.1
1941-42	346	11	3.2	5	1.4
1942-43	286	10	3.5	2	0.7
1943-44	314	12	3.8	4	1.2
1944-45	313	16	5.1	1	0.3
Average	273	13	4.5	3	0.9

Comparison of the data in Table XI with that in Table XVI will reveal that the percentage of pupils who plan to attend college exceeds the average percentage who have attended by thirty-five per cent. Also, it was stated that twelve per cent of the pupils planned to attend trade and business schools. As can be seen, this percentage exceeds the average percentage who have attended by eleven per cent. Although it is to be assumed that in the average school more pupils will plan to attend college than will actually do so, effective guidance would tend to insure that the educational plans of the pupils are wisely made, and that the highest percentage of realization possible will be achieved.

In summary, a study of the educational plans of the pupils indicated that fifty-one per cent plan to seek educational training beyond the high school level, and that forty-nine per cent do not plan to do so or are undecided. A logical conclusion is that effective guidance will be demanded if the school is to fulfill its obligations to the pupils who comprise each group.

III. ADJUSTMENT OF THE PUPILS

Guidance in the secondary school is particularly concerned with the pupils' development of well-integrated personalities. Any guidance program instituted in a secondary school would provide ample opportunity for the pupils to plan their activities so as to insure them assistance in the development of the so much desired well-integrated personality. As indicated by Kefauver and Hand,²³ guidance

²³Grayson N. Kefauver and Harold C. Hand, Appraising Guidance in Secondary Schools, New York: The Macmillan Co., 1941, p.100.

should provide for early identification, diagnosis, and treatment of discovered personality maladjustment among pupils. Briefly, evidence of maladjustment among high school pupils indicates the need for guidance.

Adjustment of the pupils in certain areas. As mentioned in Chapter I, the Bell Adjustment Inventory was used in the attempt to discover the adjustment of 258 pupils relative to home conditions, condition of health, social attitudes, and emotional balance. The adjustment of the pupils as indicated by the Bell Inventory is shown in Table XVII.

Study of the data discloses the fact that sixteen per cent of the freshmen, twenty per cent of the sophomores, fourteen per cent of the juniors, and twenty-two per cent of the seniors rated unsatisfactory or very unsatisfactory in adjustment to home conditions, or, according to Bell, were dissatisfied with or unhappy in their family relationships.

Twenty-eight per cent of the freshmen, twenty-three per cent of the sophomores, thirty-six per cent of the juniors, and nineteen per cent of the seniors rated unsatisfactory or very unsatisfactory relative to condition of health, and were in need of physical examinations.

Fourteen per cent of the freshmen, sixteen per cent of the sophomores, six per cent of the juniors, and eight per cent of the seniors indicated submissiveness and timidity in social contacts.

TABLE XVII

ADJUSTMENT OF 258 HIGH SCHOOL PUPILS IN FOUR AREAS INCLUDED IN THE
INVENTORY ARRANGED ACCORDING TO PER CENT IN EACH GRADE LEVEL

Rating	Home Grades				Health Grades				Social Grades				Emotional Grades			
	8	9	10	11	8	9	10	11	8	9	10	11	8	9	10	11
Excell- ent	19	21	14	16	5	10	5	2	6	2	6	6	6	7	3	6
Good	24	29	30	35	24	26	11	22	14	20	29	30	13	22	21	16
Average	41	30	42	27	43	41	48	57	66	62	59	56	47	39	39	56
Unsatis- factory	11	16	12	11	20	17	27	19	13	16	6	8	27	20	26	19
Very Unsatis- factory	5	4	2	11	8	6	9	0	1	0	0	0	7	12	11	3

Finally, thirty-four per cent of the freshmen, thirty-two per cent of the sophomores, thirty-seven per cent of the juniors, and twenty-two per cent of the seniors were indicated to be victims of emotional instability, and the per cent who rated very unsatisfactory would probably benefit from psychiatric treatment.

Total adjustment of the pupils. The scores indicative of the total adjustment of the pupils were obtained by following detailed directions furnished by the author of the Adjustment Inventory.²⁴

The per cent of pupils in each high school grade who received certain ratings as to degree of adjustment is shown in Table XVIII.

²⁴Hugh M. Bell, The Adjustment Inventory, Stanford University Press, 1934.

TABLE XVIII

PER CENT OF PUPILS IN EACH HIGH SCHOOL GRADE WHO RECEIVED THE
INDICATED ADJUSTMENT RATINGS

Rating	Per Cent of 8th Grade Pupils	Per Cent of 9th Grade Pupils	Percent of 10th Grade Pupils	Per Cent of 11th Grade Pupils
Excellent	5	3	2	5
Good	16	22	20	22
Average	45	45	55	51
Unsatisfactory	25	25	16	17
Very Unsatisfactory	7	5	7	5

As shown by the inventory, thirty-two per cent of the freshmen, thirty per cent of the sophomores, twenty-three per cent of the juniors, and twenty-two per cent of the seniors are adjusted in an unsatisfactory or very unsatisfactory manner. Finally, approximately twenty-eight per cent of the total number of pupils who were rated by means of this inventory were shown to be maladjusted in some degree.

It seems fitting to suggest here that the results of the Adjustment Inventory be regarded as suggestive rather than as definitely conclusive. The danger of attempting interpretation of test scores in isolation is well understood. Moreover, as pointed out by Traxler,²⁵ even though most personality tests are considered reliable enough for group studies, they can scarcely be considered reliable

²⁵Arthur E. Traxler, Techniques of Guidance, New York: Harper and Brothers, 1945, p. 107.

enough to permit satisfactory use in individual diagnosis. The implication for the school is that more intensive study be devoted to the adjustment of the individual pupils, and that consideration of several factors be regarded as basic to the formulation of definite conclusions.

Withdrawals from the high school department. Although the holding power of the secondary school has tended to increase during the last few years, withdrawals still constitute a serious problem in school administration, and as such have been and remain the objects of much research.

Jones²⁶ says that the two most frequent reasons for leaving school are economic necessity and dissatisfaction with school, including school failure. Research²⁷ has shown that less than twenty-five per cent of withdrawals are really due to economic necessity. On the other hand, the school itself has been found to be a factor probably greater than economic necessity that contributes to withdrawals. School failure, dislike of teachers, disciplinary troubles, feelings that school work is valueless, the drabness of school life, and the limited offerings of many schools are factors that definitely fix the responsibility for many withdrawals on the school itself.

Table XIX indicates the number and per cent of annual

²⁶Jones, op. cit., p. 91.

²⁷Ibid., p. 93.

TABLE XIX

NUMBER AND PERCENTAGE OF WITHDRAWALS FROM PENNINGTON HIGH SCHOOL
OVER A TEN-YEAR PERIOD AS COMPARED WITH AVERAGE PERCENTAGE
FOR VIRGINIA ACCREDITED HIGH SCHOOLS

School Year	No. of Withdrawals	Per Cent of Withdrawals	Average Per Cent for Virginia Accred- ited High Schools
1935-36	25	13	10
1936-37	38	18	10
1937-38	44	18	8
1938-39	38	13	10
1939-40	54	16	10
1940-41	46	13	13
1941-42	52	15	14
1942-43	66	16	17
1943-44	55	17	14
1944-45	57	18	12
Average		16	12

withdrawals from the high school department of Pennington High School over a period of ten years, and offers a comparison with the Virginia State average for each year.

It can be seen that in only one year was the average percentage of withdrawals in the school less than the state average. Also, in only one year was equality of percentage of withdrawals maintained.

The average percentage in each instance for the ten sessions preceding the session 1945-46 indicates that the percentage of withdrawals in the school studied exceeded the state average by four per cent. Although no effort was made to determine the cause of withdrawal, it would seem safe to assume that factors related to the school itself were to a large extent contributive.

However, an attempt was made to discover why sixty-five pupils withdrew from school during the session 1945-46. Results are shown in Table XX.

As shown, lack of interest in school and failure in school work were responsible for thirty-eight per cent of the withdrawals. The extent to which factors related to the school contributed to the withdrawal of the fourteen per cent listed as unknown must remain a matter for conjecture. Indeterminate also is the extent to which actual economic necessity was concerned in the withdrawal of twelve per cent for employment. Admitting that certain of the stated causes for withdrawal, specifically those over which the pupils had no control, such as change in residence, have no great significance for

TABLE XX
CAUSES FOR WITHDRAWAL FROM HIGH SCHOOL, AS STATED BY
SIXTY-FIVE HIGH SCHOOL PUPILS

Causes	Number	Per Cent
Lack of interest in school	17	26
Change in residence	16	25
Failure in work	8	12
For employment	8	12
Ill health	3	5
Military service	3	5
Marriage	1	1
Unknown	9	14
Total	65	100

the purposes of this study, it is apparent that maladjustment of the pupils to the school, or vice versa is indicated in thirty-eight per cent of the withdrawals, and the presence of maladjustment offer a valid argument for guidance in the school.

Subject failures in the high school department. According to Eikenberry,²⁸ the importance of subject failure in the secondary school cannot be minimized because failure is at the same time both an indication of maladjustment and a cause of maladjustment. His further contention is that the school which fails to consider failure as indicative of the need for immediate attention proclaims itself inefficient in the prevention of maladjustment. Pupil failure demands guidance activity.

The data in Table XXI indicate that during a period of ten consecutive school sessions the percentage of subject failures in the high school department exceeded the average for Virginia accredited high schools for nine of the ten sessions. The average percentage of subject failures in the school studied exceeded the average percentage for Virginia accredited high schools by slightly more than two per cent.

²⁸D. H. Eikenberry, An Introduction to Guidance, Guidance Manual No. I. Columbus, Ohio: State of Ohio, Department of Education, p. 217, 1930.

TABLE XXI

PER CENT OF SUBJECT FAILURES IN THE HIGH SCHOOL DEPARTMENT
AS COMPARED WITH THE AVERAGE PER CENT FOR VIRGINIA
ACCREDITED HIGH SCHOOLS -- TEN SCHOOL SESSIONS

School Session	Per Cent of Subject Failures in High School Department	Average Per Cent for Virginia Accredited High Schools
1935-36	22	11
1936-37	11	10
1937-38	13	9
1938-39	11	9
1939-40	10	9
1940-41	8	9
1941-42	13	9
1942-43	8	10
1943-44	12	9
1944-45	10	10
Average	12	9.5

TABLE XXII

NUMBER AND PERCENTAGE OF SUBJECT FAILURES BY GRADE -- SESSION 1945-46

Grade	Number	Per Cent Total Subject Failures in High School
8	56	74
9	13	17
10	5	6
11	2	3
Total	76	100

As shown in Table XXII, seventy-four per cent of the subject failures in the high school department occurred in the eighth grade. Further investigation revealed that eighty-four per cent of these failures occurred in three subjects: English, mathematics, and biology.

This evidence of the presence of serious maladjustment, particularly within the eighth grade group, indicates the need for guidance. An intensive study should be made in order to discover, as far as possible, specific causes of failure.

IV. THE SCHOOL IN (AND) THE COMMUNITY

Although it is agreed that the school because of its organization and daily contact with its pupils is well fitted for

the task of guiding youth, it cannot hope to solve its many problems unless it is fortunate enough to secure the cooperation of the other agencies in the community which it serves. The home, the church, and the various youth organizations all have a definite part to play in the development of youth. Consequently, when a situation is encountered in which the tendency of other agencies is to shift all responsibility to the school, or in which the agencies cannot adequately carry out their appropriate functions, the obligation of the latter to its pupils becomes correspondingly greater. Likewise, the school cannot depend on the other agencies of the community for the performance of functions logically its own. Cooperation between agencies will contribute much toward the solution of common problems.

The extent to which other agencies of the community offer guidance. It was mentioned in Chapter I of this study that the youth organizations of the local churches and the local Boy Scout troop were the only agencies in the community, outside the school, which offered guidance. Although exact evaluation of the effectiveness of the moral, religious, health, recreational, and civic guidance offered by these organizations will not be attempted, it is possible that their efforts have resulted in a sizeable contribution being made to the welfare of the community. However, these organizations can serve only those pupils of the school who desire membership, since no effort has been made to coordinate their work with that of the school.

Investigation showed that during the school session of 1945-46 only forty-four per cent of the high school pupils were members of the youth organizations of the churches, and only eighteen per cent of the boys enrolled in high school were registered as members of the local troop of Boy Scouts. Therefore, it is evident that guidance offered by community organizations has been received by only part of the pupils and they cannot, and should not, depend solely on the other agencies of the community for even the type of guidance they are able to offer.

Recreation facilities of the community. A description of the few recreational facilities afforded by the community was given in Chapter I. It is difficult to overestimate the seriousness of the situation resultant from the failure of the community to realize the importance of providing adequate facilities to meet the recreational needs of its youth. Possibly this lack of insight on the part of the citizens has contributed to juvenile delinquency in the community and to social maladjustment among the pupils of the school.

It is obvious that the school must provide recreational guidance to assist its pupils in meeting their needs, and that it must assume leadership in a community-school movement to provide adequate recreational facilities.

Juvenile delinquency in the community. According to

Cole,²⁹ delinquency is a type of anti-social behavior that is handed down from one generation to the next, and from an older group of boys and girls to a younger group; and it is, in reality a total complex of attitudes, interests, and ambitions. Cure is very difficult and prevention almost as difficult. Those who seek the cure for juvenile delinquency should instead concentrate on its prevention.

At the time of this investigation, much difficulty was experienced in the attempt to secure accurate information relative to the actual number of cases of juvenile delinquency in the several communities of Lee County, Virginia. However, the data in Table XXIII show the trend in the county as a whole.

TABLE XXIII³⁰

JUVENILE DELINQUENCY -- LEE COUNTY, VIRGINIA
(JUVENILES -- SEVENTEEN YEARS OLD AND UNDER)

Period	No. of Commitments to City Jails and Jail Farms
July 1, 1929 - June 30, 1930	29
July 1, 1938 - June 30, 1939	56
July 1, 1939 - June 30, 1940	76

²⁹Luella Cole, Psychology of Adolescents, New York: Farrar & Rinehart, 1936, p. 349.

³⁰Reports, Virginia State Department of Public Welfare. Richmond: Division of Purchase and Printing, 1940.

It is apparent that, in the county as a whole, juvenile delinquency has tended to increase. In fact, during the period ending June 30, 1940, Lee County stood third among the counties of the state in the matter of the number of commitments for juvenile delinquency. Since Pennington Gap is the largest town in the county, and as juvenile delinquency is comparatively rare in the rural areas, some inference may be drawn as to the extent of its occurrence there.

The judge of the county juvenile court was able to furnish an incomplete list of sixty-seven cases that had occurred within the community served by the school since 1941. Seventeen of these cases were identified as involving pupils enrolled in school at the time of the delinquency. It is significant to note that all were habitual truants, obviously maladjusted to the school. The question arises as to the prevention of this delinquency. The establishment of adequate recreational facilities by the community might have been an effective contribution. The school could have recognized these potential delinquents early and could have attempted preventive measures by trying to alter the traditional school environment, which is apparently disliked by the majority of delinquents. If study of the potential delinquent reveals that the home and neighborhood are at fault, then the school might well lead in a movement to adjust the environment to the individual; not vice versa.

It is not argued that guidance in the school will prevent all juvenile delinquency but that it may prove to be a significant influence in its prevention.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to discover the factors in Pennington High School, and in the community, which indicated the need for guidance in the school. Questionnaires, records, and the Bell Adjustment Inventory were used in the effort to discover these factors. The data thus secured were set forth and treated in the preceding chapter, and an effort was made to provide detailed interpretation. Conclusions, implications, and recommendations for the school were also included. A summary of the findings and conclusions follows:

1. As shown by data in Chapter I, the cultural and economic background of the pupils is fairly typical of residential communities in coal mining regions.
2. Only thirty-five per cent of all high school pupils in Pennington High School stated that a definite choice of occupations had been made. This was considered especially significant in relation to the senior class, where it was found that only fifty per cent of the boys and thirty-seven per cent of the girls had chosen an occupation.
3. Approximately forty-five per cent of the girls and approximately thirty-seven per cent of the boys chose or preferred occupations of professional status. This tends to suggest the need

for guidance in vocational planning.

4. It was found that only twenty-one per cent of the pupils had made a definite choice of occupation prior to reaching their present grade level. Seventy-nine per cent indicated that their choice had been made not earlier than six months prior to the time of questioning. This fact was not considered to augur well for either the permanency or suitability of the choices.

5. The discovery that seventy-seven per cent of the pupils chose occupations on the basis of expressed interest in or possible satisfaction with the work, while only seven per cent had considered the importance of aptitude for the work, was considered to indicate the need for guidance in occupational planning.

6. Only fifty-four per cent of those who chose occupations, and forty per cent of those who expressed preference for occupations considered themselves adequately informed as to the qualifications demanded by the occupation chosen or preferred. This was considered further evidence of the need for guidance.

7. It was shown that the most popular sources of advice or information relative to occupations chosen or preferred would be the school principal, the parents, and adults engaged in the occupations considered in the order named. This situation was regarded as indicative of the potential usefulness of outside sources in a guidance program. It was emphasized that guidance in the school should assure the dissemination of occupational information and

advice.

8. Apparently the pupils realize the value of a high school education since ninety-six per cent expressed the intention of completing high school. Reasons given for planning to complete high school were for vocational preparation, college preparation, or general self-improvement.

9. Thirty-nine per cent of the pupils planned to attend college. Reasons indicated for planning to attend were vocational preparation, general self-improvement, and preparation for service to society.

10. Thirty per cent of the pupils stated that they did not plan to attend college. Many expressed lack of interest, others did not consider a college education desirable or essential in their case, and others lacked financial means.

11. It was discovered that only twenty-five per cent of the tenth grade pupils and eighty per cent of the eleventh grade pupils who planned to attend college had selected a college to attend. This was considered evidence of inadequate educational planning, especially as it applied to the eleventh grade.

12. It was indicated that colleges which pupils planned to attend had been chosen because of reported quality of instruction offered, location, and general reputation. However, the factor of cost of attendance had been given little consideration.

13. Twelve per cent of the pupils planned to attend trade or business schools.

14. The pupils indicated that they would depend on the principal of the school, parents, and officials of institutions of higher learning, in the order named, for advice and information relative to educational plans. The significance of sources outside the school for guidance was again implied.

15. The percentage of pupils who planned to attend college exceeded by thirty-five per cent the average percentage who have attended. Likewise, the percentage who planned to attend business or trade schools exceeded by eleven per cent the average percentage who have attended. It was pointed out that effective guidance would tend to insure that educational plans were wisely made and would increase the probability of their realization.

17. As shown by the Bell Inventory, maladjustment was common to all grade groups. Thirty-two per cent of the freshmen, thirty per cent of the sophomores, twenty-three per cent of the juniors, and twenty-two per cent of the seniors were shown to be maladjusted. According to the results shown by the inventory, twenty-eight per cent of all the pupils were classified as maladjusted. The percentage of maladjustment in each of four areas for each grade group was shown in Chapter III.

This evidence of the presence of maladjustment was construed to be indicative of the need for a guidance program in the school which should be concerned with locating and diagnosing the maladjustment of the individual pupil and with guiding those found to be maladjusted.

18. The average percentage of withdrawals over a ten year period exceeded the average for Virginia Accredited High Schools by four per cent. This comparison included a considerable factor of mobility of population which was present throughout the entire state, especially during the years of World War II.

19. Twenty-six per cent of the withdrawals during the session 1945-46 was due to a lack of interest in school, and twelve per cent was due to failure of school work.

20. The average percentage of subject failures in the high school department over a ten year period exceeded the average for Virginia accredited high schools by 2.5 per cent.

21. Seventy-four per cent of the subject failures during the session of 1945-46 occurred in the eighth grade group, and in the subject fields of English, mathematics, and biology.

22. It was found that only a small percentage of the pupils received guidance from other agencies of the community.

23. The recreational facilities of the community were discovered to be inadequate.

24. Juvenile delinquency was found to be common to the community. It was found that in sixteen cases involving pupils enrolled in the school all the pupils were habitual truants from school. It was concluded that the offerings of the school did not appeal to these pupils, and that guidance which would attempt to

adjust the curriculum of the school to the needs and interests of individuals would aid in the prevention of juvenile delinquency in the community.

CONCLUDING STATEMENT

The purpose of this study was to discover and to analyze certain factors in Pennington High School and in the community which it serves that indicated the need for guidance in the school.

Data have been presented and conclusions reached after a study of the data which seem to offer unmistakable proof of the need for organized guidance in Pennington High School.

There have been included in the study itself suggestions, implications, and recommendations as to how the school can provide leadership in a cooperative effort to provide the assistance needed by our youth today.

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A P P E N D I X

QUESTIONNAIRE

The information obtained from this questionnaire is to be used in a very important study. Accordingly, please answer all questions correctly and fully.

1. Your name ?
2. Your age ?
3. Your class ?
4. Your father's name ?
5. Your father's occupation ?
6. Your father's education:
Elementary school yrs. High school yrs. College yrs.
7. Your mother's education:
Elementary school yrs. High school yrs. College yrs.
8. The number of children in your family:
Boys ? Girls ?
9. If you have older brothers or sisters who have completed their educational training, what are their occupations?

Brothers.

Sisters.

1.

1.

2.

2.

3.

3.

4.

4.

Vocational Plans Questionnaire

1. Name ? 2. Class ?
3. Your father's occupation ?
4. Your mother's occupation now or before marriage ?
5. What vocation would your parents like for you to follow ?
6. Have you definitely chosen a vocation which you intend to follow .. ?
7. What vocation have you chosen ?
8. When did you choose it (grade level in school) ?
9. Why did you choose this particular vocation as a desirable one for
you to follow ?
10. If you have not definitely chosen a vocation, list three, in the
order of preference, which you think you would like to follow:
1. 2. 3.
11. Do you think your abilities especially fit you for one of those listed
as preferred ?
12. If so, which one ?
13. Do you think you are sufficiently informed as to the qualifications
demanded by the vocation you have definitely chosen or those listed
as preferred ?
14. Have you chosen any elective courses in our curriculum with the idea
that they will be of special benefit to you in preparing for your
chosen or preferred vocation ?
15. If so, which ?
16. To whom would you go for information or advice concerning the vocation
you have chosen or the ones you would like to follow:
a. Your parents b. your homeroom teacher ... c. the
school librarian d. the school principal e. your
friends or acquaintances f. others of like vocation ?

EDUCATIONAL PLANS QUESTIONNAIRE

Please answer all questions fully and truthfully. Your name will not be used in any tabulation of results.

Your name _____ Your class _____

1. Why are you enrolled in high school:
 - a. Parental compulsion _____?
 - b. Because you think a high school education will prove both desirable and necessary for your success in life _____?
 - c. For preparation for higher education _____?
 - d. Because you like school _____?
2. Do you plan to complete high school: Yes _____ No _____ Undecided _____
3. Why do you plan to complete high school?
 - a. To prepare for a particular vocation _____
 - b. To improve yourself socially _____
 - c. Because your family desires your completion _____
 - d. For college preparation _____
 - e. Because you like school _____
 - f. For general self-improvement _____
 - g. Because you are not employed and have nothing else to do _____
4. Do you plan to attend college: Yes _____ No _____ Undecided _____
 If you plan to attend, why?
 - a. To prepare for a definite occupation _____
 - b. For general self-improvement _____
 - c. Because you think you will like it _____
 - d. For bettering your social position _____
 - e. Because your parents wish you to attend _____
 - f. To make yourself more useful to society _____
 If you do not plan to attend, why not?
 - a. Lack of financial means _____
 - b. Because you do not think a college education desirable or essential in your case _____
 - c. You aren't interested _____
5. Have you chosen a particular college to attend? Yes _____ No _____
6. If you have chosen a particular college, check the reasons for your choice:
 - a. Location _____
 - b. Quality of instruction and courses offered _____
 - c. Cost of attendance _____
 - d. Because your parents favor it _____
 - e. Because your friends have attended or are attending it _____
 - f. Because of its athletic programs _____
 - g. Its general reputation _____
7. If you do not plan to attend a Liberal Arts College, do you plan to attend some other type of institution _____
 - a. Business College _____
 - b. Trade school _____
8. To whom would you go for advice or information in planning your educational career?
 - a. Your friends or acquaintances _____
 - b. Your parents _____
 - c. Your homeroom teacher _____
 - d. Your classroom teachers _____
 - e. The librarian _____
 - f. The high school principal _____
 - g. Officials of institutions of higher learning _____
 - h. College graduates in the community _____